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**EXAMINATION OF THE VIEWS OF HIGH SCHOOL
ADMINISTRATORS ABOUT SCHOOL GUIDANCE UNITS**

(The Case of Van)

Abstract

This study aimed to determine the views of high school administrators concerning school guidance units. The research universe consisted of 50 high schools located in the central district of Van Province and 198 administrators serving as a principal or as an assistant principal in such schools. The research sample included all the administrators working in these schools. The “Scale for Examining the Views of High School Administrators Concerning School Guidance Units” composed of 28 questions was used for data collection.

The research results showed that parents did not participate in school guidance services adequately; school guidance units did not provide students with enough information about jobs; females had more positive views than males in regard to school guidance units; and there was no relationship between educational backgrounds and the views of school administrators concerning guidance units.

Key Words: Guidance, Guidance Unit, Teacher, School Administrator

**LİSELERDE GÖREV YAPAN OKUL YÖNETİCİLERİNİN
OKULREHBERLİK SERVİSLERİ HAKKINDAKİ GÖRÜŞLERİNİN
İNCELENMESİ**

(Van Örneği)

Özet

Bu araştırmamızın amacı, liselerde görev yapan okul yöneticilerinin okul rehberlik servisleri hakkındaki görüşlerinin belirlenmesidir. Araştırmamızın evrenini 2013-2014 eğitim-öğretim yılında Van merkezde bulunan 50 lise ve bu

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liselerde görev yapan müdür ve müdür yardımcısı 198 yönetici oluşturmaktadır. Araştırmanın örneklemi ise bu okullarda görev yapan bütün idarecilerden oluşmaktadır. Veri toplama aracı olarak ‘‘Liselerde Görev Yapan Okul Yöneticilerinin Okul Rehberlik Servisleri Hakkındaki Görüşlerinin İncelenmesi’’ isimli 28 sorudan oluşan ölçek uygulanmıştır.

Araştırmamızın sonucunda, ailelerin rehberlik hizmetlerine katılımının yeterli düzeyde olmadığı, Okul rehberlik servislerinin, öğrencileri meslekler hakkında yeterli düzeyde bilgilendirmediği, cinsiyet açısından kadınların erkeklerden daha olumlu görüş sahibi oldukları, okul yöneticilerinin öğrenim durumları ile rehberlik servisleri hakkındaki öngörüler arasında bir ilişkinin olmadığı gibi sonuçlara ulaşılmıştır.

Anahtar Kelimeler: Rehberlik, Rehberlik Servisi, Öğretmen, Okul Yöneticisi

INTRODUCTION

In today’s information age, skill to use information is as important as its existence. This is because; it knows no bounds. Every discipline has a distinctive way of obtaining and using information. That is true for education and administration, too. Guidance services, which are a sub-branch of educational services, are a discipline by itself and exchange information with other disciplines close to it. This discipline is put into the service of students in schools through teachers. Surely, the effectiveness and the productiveness of such educational services are important. Important responsibilities fall to school administrators for ensuring effectiveness and productivity.

According to Kuzgun (2000: 218), guidance services are among the main functions of schools, and principals are responsible for the success of guidance services. Principals must believe in the necessity of guidance before anything else and ensure its integration with other school activities. In schools, primary responsibility for guidance practices, as all practices, belongs to school administrators. The modern mentality of administrators regarding psychological counseling and guidance manifests itself in school practices. School administrators must provide physical facilities needed for psychological counseling and guidance practices in schools in the first place and give support for the generalization of such services (Girgin, 2004, 17). Özgüven (1999: 53) states that administrators’ support is important for providing guidance services effectively.

Administrators play a facilitating role in the implementation of training programmes including guidance programmes in schools. In this regard, administrators help guidance services in schools be adopted by those who serve there. In addition, they provide motivation for the works required for the development of effective processes and services in this matter (Ültanır, 2003: 20).

An administrator who runs an organization must take into consideration the psychological characteristics of people, their influences on the environment, and the influences of the environment on them. Modern management mentality requires it. If a leading administrator adopts improving, besides managing, the human resources and appreciating people as a principle, s/he functions as a good human resource manager (Akbaba, 2010).

According to Kepçeoğlu (1986), Kulaksızoğlu (1990), and Ceyhan (2000), variation in the perceptions and expectations of school personnel, counselors, students, and parents

regarding the roles and tasks of psychological counselors in schools is one of the primary problems of these units and their employees. School psychological counselors and school psychological counseling and guidance units need to cooperate with teachers and principals. Thus, their perceptions of psychological counselors and psychological counseling and guidance units in schools are of great importance.

Some unfavorable tasks that are not among the main responsibilities of school counselors are as follows: Mediating between students and teachers and administrators; helping disciplinary actions; entering any class whose teacher is absent for whatever reason; and helping assistant principals in various administrative affairs (Kepçeoğlu, 1999: 258-259). As a matter of fact, according to Pursell (1957, Cited by: Kuzgun, 2000: 187), administrators regard counselors as staff helping them in administration. Administrators think that counselors must plan programmes, take measures for maintaining discipline, and fill in school reports and vouchers when required. This being the case; counselors who take on such tasks which have nothing to do with counseling have difficulty in being accepted as professional employees in schools.

School psychological counselors and school psychological counseling and guidance units need to cooperate with teachers besides administrators. The fact that responsibility for using counseling hours has been vested in class teachers in all secondary education curricula implemented since the 1974-75 academic year has brought important psychological counseling and guidance tasks to class teachers in Turkey (Kepçeoğlu, 1999: 245).

In accordance with the principle of collaborative work, all teachers in a school must provide students with introductory information about the psychological counseling and guidance services offered in the school; encourage them to use these services; do what is required by school psychological counseling and guidance programmes both in their own classes and in the entire school; and make an effort to make their classes effective learning environments not detrimental to psychological health through collaboration with counselors (Kepçeoğlu, 1999: 245). Korkut (2003; 35) highlights that receiving support from teachers is inevitable during prevention efforts in particular.

As is known, guidance services have democratic and humanitarian bases. However, our education system involves a centralist and authoritarian approach. Thus, guidance services have failed to comply with the education system in Turkey all the time. In other words, since teachers and administrators do not have adequate and necessary guidance mentality, the “teamwork” to make services successful cannot be achieved (Yeşilyaprak, 2000: 23).

Definition and Scope of Guidance:

The definition of guidance varies from person to person and from author to author. Although there are different definitions, they have many common points. This paper provides most of the definitions about guidance, which can be defined in many different ways. When defining guidance, some authors focus on the self-actualization of individuals; some concentrate on the helping function of guidance in problem-solving and decision-making processes; and some others give priority to the adaptation of individuals to the society (Kuzgun 2002: 3).

Guidance is the systematic expert assistance provided for individuals to acquire the knowledge and skills required for making the preferences (choices), comments, plans, and decisions they need in order to develop most productively and adapt satisfactorily and for them to put into practice such choices and decisions (Tan 2000: 18).

Guidance is the process of helping an individual for him/her to understand himself/herself and his/her own world (Shertzer & Stone, Cited by Kuzgun 2002: 3). Guidance

helps individuals know themselves, see their problems realistically, make appropriate choices when they have to make any, make realistic decisions, acquire the power to govern themselves, and thus respect their selves and strengthen their personalities (Özgüven 2000: 126).

Guidance is the process of helping individuals for them to solve problems, become independent, and act in the society as a responsible member (Glanz 1964: 5). Guidance is the process where specialized people provide individuals with assistance for them to have the qualifications needed to be happy and productive people (Kuzgun et al. 2002: 2). Guidance refers to the services that aim to improve the capacity and skills of an individual in a democratic environment in the most appropriate way and are offered by specialized people as part of the overall training programme (Mortensen & Schmuller 1966: 3). In the widest sense, guidance is the scientific and systematic process of assistance provided by professionals for individuals in satisfying their needs through developing their competences and abilities at the highest level, acquiring problem-solving and decision-making knowledge and skills required for adapting to the relations with their environments by developing role concepts suitable for their selves, and leading a meaningful and happy life as a learner within the natural and social reality (Özoğlu 1977: 51).

Guidance & Leadership

To achieve ethical leadership, there must be an appropriate environment, and the followers of the leader must adopt the same values and principles as those adopted by the leader (Erdoğan, 2002, 49). The leader must display ethical behaviors and set a good ethical example for the organization members so that an ethical climate is created in the organization (Aronson, 2001, 245). The main role of the leader is to increase awareness regarding ethical issues and problems, show moral rights and wrongs, and help employees analyze the values that conflict with one another (Burns, 1978, 20).

The Relationship between Education and Guidance

The subject of education has been human being as a developing and changing being from past to present. The function of education has been bringing individuals into conformity with the social institutions they live in from primitive societies to modern industrial societies (Ergün 1996: 11, 66). At the present time, the prominent function of education is preparing new generations for their future lives rather than handing down the cultural values of the society to next generations (Başaran 1972).

In industrial societies, it is often observed that traditional social institutions are less influential, and people conflict with, rather than conform to, the society. The rational order of today's society may cause ignoring the emotional aspect of human being (Ergün 1996: 66- 72).

Psychological Counseling and Guidance Service Areas

Kuzgun (1997) divides the service units in a guidance service into five groups: knowing the individual (student); informing; psychological consultation; placement; and monitoring. Tan (1992) categorizes the services that guidance programmes need to contain to achieve its goal as follows: knowing the individual; informing; consultation; placement; and monitoring the result. The classifications of Kuzgun and Tan are very similar. Kepçeoğlu (1994) makes a more detailed classification and lists 9 main service areas: psychological consultation; knowing the individual; collecting and disseminating information; placement; monitoring; orientation; consultation; research and evaluation; and relations with the environment and parents. Based on

relevant publications and the Regulations Concerning Psychological Counseling and Guidance Services dated 17.04.2001 and numbered 23476, Çam (2002, p. 52) categorizes the services existing in a school as follows:

1. Programme & plan preparation,
2. Orientation to new situation & environment,
3. Knowing the student,
4. Informing,
5. Psychological consultation,
6. Group guidance,
7. Directing and placement,
8. Referring (directing for receiving support),
9. Monitoring,
10. Consultation,
11. Relations with the environment and parents,
12. Research and evaluation.

The review of the literature related to the classification of psychological counseling and guidance services in schools indicates that while some of the service areas involve services directly aimed at students, some others include services increasing the effectiveness of guidance services though they are not directly aimed at students. While psychological consultation, orientation, knowing the student, collecting information, informing, directing and placement, and monitoring are considered direct services, preparing school psychological counseling and guidance programmes, consultation, guidance for parents, relations with the environment, and research and evaluation are regarded as indirect services. These services are intertwined and complement one another. Psychological consultation is at the heart of these services. All these services are provided under the coordinatorship of school psychological counselors in cooperation with the school personnel (Güven, 2004).

The Development of Psychological Counseling and Guidance in the World

It can be said that all social developments and changes are affected by the social and cultural characteristics of the society they occur in. According to Tan, the fact that the American society esteemed human being and took the matter systematically as well as the convenience of the social environment allowed the birth and development of guidance movement (Cited by Tathioğlu 1999: 5-6). In the USA, the guidance movement emerged as the vocational guidance movement initially (Yılmaz and Üre 2002: 15). It was respectively followed by educational guidance, personal guidance, and psychological guidance later on. The training programmes which aimed to convey traditional culture in the USA started to fail to satisfy the expectations of the industry developing rapidly in the early 20th century. Thereupon, many people and organizations from employers' organizations to labor unions and some educators embarked upon preparing individuals for such new conditions of business and professional life. The works and efforts launched for providing labor force for the said conditions expanded its scope and led to the emergence of many guidance models in the course of time (Bakırcıoğlu 2000: 29).

The training programme aimed at conveying classical culture in the late 19th century began to fail to develop the behaviors expected by the society from individuals as a result of industrial developments. Thus, professional trainers, labor unions, and employers' organizations in the United States of America entered into preparing training programmes cultivating individuals for specific professional programmes, as distinct from theoretical training, in order to provide the labor force needed by industry. Some educators, on the other hand, started to arrange group guidance programmes in schools in order to prepare students for professional life (Kuzgun 2000: 6-7).

Many units influential on counseling (e.g. psychological assessment and evaluation and differential psychology) started to develop in European countries firstly. However, guidance was included in schools after a very long time. That may be due to the traditional attitude affecting the philosophy of education and educational practices in such countries (Ay 2000: 47). Many out-of-school organizations were established for children and youth in European countries between two world wars. These organizations tried to organize such services for children and youth as health, employment, social service, special education, and crime prevention. Then they made an attempt to prepare young people finishing school for occupations. However, it is not possible to regard these personal services as guidance and psychological counseling practices in the same meaning as given in the USA (Bakırcıoğlu, 2000: 37).

After Parsons set up the first vocational bureau in the USA, Lahy opened a vocational bureau in France in 1910, and Gemelli opened a vocational bureau in Italy in 1912. The first vocational guidance services started in Belgium and England in 1912 and 1915 respectively (Kuzgun 2000: 17). Psychological counseling and guidance (PCG) services in the current sense started to be provided in European countries in the 1960s. PCG services were generally provided by teachers in schools because the number of experts was limited (Ay 2000: 55).

The Development of Guidance and Psychological Counseling Services in Turkey

In Turkey, guidance started to appear in the literature as a concept different from education in the 1950s. Middle school curricula adopted in 1948 following the Second World War suggested that school should provide students with guidance in order for them to be successful within the limits of their abilities (Bakırcıoğlu 2000: 38). Informal guidance practices in Turkey have a very long history. Turks tried to eliminate mental illnesses and problems through shamans in Central Asia in ancient ages. They gave more importance to mental health after they accepted Islam. Ibn Sina dealt with mental illnesses, melancholy, and various mental disorders and made evaluations on the effect of mental health on physical health. Seljuk Turks were closely interested in physical and mental health disorders and constructed many hospitals welcoming people with mental illnesses in Anatolia. More attention was paid to the care and treatment of people with mental illnesses in the Ottoman period. Social complexes, which stood as science, culture and social support centers, were set up in certain places across the country. People with mental illnesses were regarded cursed beings with evil in them, beaten, forced to clown in return for money, exposed to many tortures, and even burnt in the Medieval Europe. In the Turkish-Islamic society, however, such people were treated with affection, special attention, and care (Tan 2000: 31-33).

In Turkey, interest in guidance and psychological counseling mainly started with the beginning of the Turkish-American relations following the World War II. Students were sent to

the USA, and experts came to Turkey from the USA for creating specialization in the field of psychological counseling and guidance in Turkey. These experts examined our education system, drew up reports on problems, organized conferences and seminars for new practices, and launched pilot services in the field of guidance (Yeşilyaprak 2003: 23). Professor Ruffi, who came to Turkey from University of Missouri in the 1951-1952 academic year, examined secondary education and included the issue of guidance in the report he drew up. During his evaluations on the prepared curricula, he highlighted that individual differences of students should be focused on and gave lectures on guidance to some teachers and administrators. In the 1952-1953 academic year, American experts (Tompkins, Beals, and Mills) came to Turkey in order to examine the structure of the Turkish education system. While they gave lectures on the new education mentality and guidance to Turkish educators on one hand, they made reports about the deficiencies of the education system and solution suggestions for them and submitted such reports to the Ministry of National Education on the other hand. In his report submitted to the Ministry of National Education, Mathiasen pointed out that a more clearly coordinated flexible curriculum suitable for social structure of the Republic of Turkey should be prepared and put forward some suggestions in this matter. In addition, under the presidency of Mathiasen, Kandilli seminar entitled, “Factors Preventing Guidance in the Education System” was held (Yılmaz and Üre 2002: 21-23). Multipurpose schools were opened in three regions under the influence of the above-mentioned developments and under the leadership of some Turkish educators. Pilot guidance services were provided in Atatürk High School in Istanbul and in Girls High School in Ankara, and 6 provinces were chosen as pilot regions for carrying out preliminary investigation for the planning of guidance works (Kuzgun 2000: 18). Tompkins emphasized that not enough attention was paid to individual differences in the Turkish schools, and that curricula were too heavy. He stated that curricula should be prepared based on the interests and needs of students, and guidance units should be established in schools. Mills and Beals, who were specialized in the field of consultation, focused their studies on the beginning of guidance services in the Turkish Education System. Kvaraceus, who came to Turkey for a short time, suggested the foundation of a test office within the body of the Ministry of National Education for developing objective measurement tools needed for the conduct of guidance services besides scientific research in education and recommended Dr. George Prescott, who was one of his students, to set up the said office. As a result of these attempts, Test and Research Office affiliated to the Department of Education and Morality was founded in 1953 (Yılmaz and Üre 2002: 21-23).

Some important developments of the first years were as follows; Departments of Pedagogics and Special Education were opened in Gazi Institute of Education in the 1953-54 academic year; the counseling course was taught in these departments; and the first guidance center was opened in Ankara in 1955 (Yeşilyaprak, 2003: 23). “Guidance and Research Centers” were established in six provinces, Ankara and Istanbul being in the first place, in 1955, but their duties were not clearly defined until 1968 when a regulation was issued on this subject (Özdemir 2008: 22).

In Turkey, guidance developments starting in the above-mentioned schools manifested themselves in universities, too. An attempt was made to establish a student consultation services unit in the Middle East Technical University. In addition, compulsory courses related to psychological services were included in the curriculum of Department of Psychology of the Faculty of Science and Letters. Medico-Social Center was set up in Istanbul University in 1961.

A similar department was opened in Ankara University in 1964. Ankara University founded the first faculty of education within the body of university in Turkey in 1965. After undergraduate education in psychological services in education started to be provided, postgraduate education in psychological counseling and guidance began to be given in 1967. Counseling and Guidance Center was established in the same university in 1973 (Kaya 2001: 4-5).

Since the “Educational Psychology and Guidance” program opened in Ankara University Faculty of Education focused on the psychological foundations of education rather than psychological counseling and guidance, undergraduate “Psychological Counseling and Guidance” programs founded in Hacettepe University in 1981 and five other universities in 1982 are regarded as the first departments of psychological counseling and guidance opened in Turkey (Yeşilyaprak 2007: 24). Rapid developments of this period slowed down later on. Among the reasons for such slowing down were lack of experts, perceptual deficiencies of administrators, and financial problems (Ay 2000: 51). Planned development started in Turkey as of 1960. Decisions about psychological counseling and guidance services (“directing” services being in the first place) were made in development plans and council works after the 1960s (Yeşilyaprak, 2009: 193-213).

In the 8th National Education Council, 9th grade was decided to be the “directing” grade within the framework of the reconstruction of secondary education. In parallel with this decision, the Ministry of National Education officially launched guiding practices in 24 schools in the 1970-1971 academic year (Yeşilyaprak, 2009: 193-213). As per the decisions of the 9th National Education Council, guiding practices were officially launched in all secondary education institutions in the 1974-1975 academic year. Class teachers were legally held responsible for providing such services. Guiding experts were appointed to some schools (Yeşilyaprak 2007: 23-24). The 9th National Education Council held in 1974 had a big importance in terms of the issues about guidance in education it addressed and the decisions it made. This is because; it made the guiding function continuous by freeing it from restriction to a single point. One of the decisions made in the Council requested every principal to prepare guidance and educational practices to be implemented in their schools through considering the number of teachers, the number of administrators, and other facilities of the school and the environment and authorized them to assign appropriate teachers for such tasks (Özoğlu 1982: 55). Guiding services were associated with pre-school education firstly in the 10th National Education Council held in June 1981. The 11th National Education Council (1982) focused on the education and job definitions of guidance experts (school counselors and other education specialists) and school-related situations in detail for the first time (Bakırcıoğlu 2000: 48).

In addition, the duties and authorities of those who constituted the organization model of the guidance and psychological counseling services in special education were promulgated within the framework of the Regulations on Guidance Services as per the statutory decree dated 13.12.1983 and numbered 179. Pursuant to the resolution of the Council of Education and Morality dated 8.7.1987 and numbered 119, hours allocated for guidance and educational practices in middle schools, high schools, and their equivalents were abolished as of the 1987-1988 academic year. They were proposed to be conducted outside the daily course hours. Additionally, the “Psychological Counseling and Guidance Association (PDR-DER)” was founded in 1989 to allow acting in concert and becoming a professional job (Nazlı 2003: 18).

Considering guidance a tool of directing, the Ministry of National Education prepared Directing Regulation for primary education in September 2003. The regulation indicated that guiding was a process, and students should be observed continuously starting from kindergarten (Nazlı,2003: 22).

At the present time, guidance and psychological counseling services are provided in many institutions and organizations such as educational institutions, legal institutions, health organizations, and industrial organizations through guidance and research centers and school guidance units affiliated to the directorates of national education, psychological counseling units of universities, social service units of the Social Services and Child Protection Agency, psychological counseling units of health institutions, guidance units of special education centers, guidance services of private teaching institutions, and private guidance and psychological counseling offices (Kaya 2001: 5).

School Administrators as Guidance Leaders

It is thought that those administrators who have a leader's characteristics may understand and make use of a group's dynamics better and thus attach necessary importance to human relations and ethical values in school administration (Bursalıoğlu, 2010, 178). According to Aydın (2002), ethical behaviors should be adopted by top administrators in the first place. Then they should be transferred to medium-level administrators. Finally, they should be conveyed to all employees of the organization. The Turkish Education System contains ethical principles besides laws to be complied with. The violation of such principles requires severe sanctions. In this regard, it is necessary to investigate the degree to what school administrators are trained as leaders or the degree to what they are intended to be leaders in the current education system.

METHOD

Significance

School guidance units have a special place in education systems. They work to enable students to be more successful and to contribute to the solution of personal and instructional problems. This study mainly intended to determine the views of high school administrators concerning school guidance units and to make recommendations to concerned people for eliminating the problems experienced in practice based on such views.

Aim

This study aimed at revealing the views of high school administrators regarding school guidance units. Based on this main aim, an attempt was made to answer the below-mentioned questions;

- 1-What are the views of high school administrators regarding school guidance units?
- 2-Do the views of high school administrators regarding school guidance units vary by;
 - a. The type of institution they administer,
 - b. The existence of guidance unit in the school where they work,
 - c. Professional seniority,
 - d. Gender?

Research Model

Relational survey model (a general survey method) was employed in the present study. General survey models are the surveys conducted on an entire universe or a sample to be taken from it in order to reach a general conclusion about the universe composed of many elements (Karasar, 2006).

Universe and Sample

The research universe consisted of 50 high schools located in the central district of Van Province and 198 administrators serving as a principal or as an assistant principal in such schools in the 2013-2014 academic year. The research sample was composed of all the administrators working in these schools. Although the survey was administered to all administrators, only 167 people answered the scale validly. Of these 167 people, 151 were male and 16 were female. Thus, 167 scales were subjected to evaluation.

The Development of the Data Collection Tool

The “Scale for Examining the Views of High School Administrators Concerning School Guidance Units” developed by Korkmaz and Tanhan (2010) and made up of 28 questions was used for data collection. The scale was made up of two parts. The first part included four questions asking personal information. The second part, on the other hand, consisted of 28 questions about profession. While positive statements were rated from 5 (I Strongly Agree) to 1 (I Strongly Disagree) in the 5-point Likert-type scale, negative statements were rated from 1 (I Strongly Agree) to 5 (I Strongly Disagree). The KMO value of the scale was found to be .967 (quite a high level), and the Barlett’s Test of Sphericity value was found to be significant (in terms of multivariate normal distribution) ($\chi^2=5158.584$; $p\leq .000$). Since the KMO value and the Barlett’s Test of Sphericity value were found to be significant, the dataset was subjected to factor analysis. The variance of the scale (measure of variation) was determined to be 57.348%. The factor loading values of the scale varied between .856 and .653. Correlation values varied between .629 and .818. The Cronbach’s Alpha value of the scale was found to be 0.97. The data obtained in the present study were analyzed via SPSS for Windows 18.00.

Studies Conducted in and outside Turkey

Fatih Camadan and Ferudun Sezgin (2012) carried out a study entitled, “A Qualitative Research on Perceptions of Primary School Principals about School Guidance Services”. According to the results of this study, it was thought that the primary duties of guidance units were “guiding” and “developing and solving problems”. These results are consistent with the results of the present study.

Ersever (1992) concluded that it was beneficial that guidance services informed administrators of the needs and developmental characteristics of students as well as crisis situations and methods of coping with them before problem situations emerged.

Onur (1997) found out that gender did not create any significant difference in the views of the administrators and teachers concerning guidance services. It was determined in the present study that females had more positive views about guidance units in comparison to males.

Tuzcuoğlu (1995) revealed that school guidance units informed parents of child rearing. It was in that study that a great majority of the principals stated that such services were

necessary for parents and successful. Some of the principals, on the other hand, told that the practices of school guidance units for parents were important and necessary, but not adequate. That is not in parallel with the results of the present study, either.

Ametea and Clark (2005) attempted to determine the perceptions of school administrators concerning guidance counselors' roles. It was found that the administrators found guidance counselors mostly innovative. This result is consistent with the results of the present study.

Hui, (2002) and Zalaquett, (2005) concluded that administrators perceived guidance services as services contributing to the development of students in all aspects. The study also revealed that developmental guidance (one of the basic functions of guidance) played an important role in individuals' acquiring the skills required to be acquired in their current development stages and fulfilling relevant duties and responsibilities. This result shows parallelism with the results of the present study.

FINDINGS AND INTERPRETATION

Methods Employed in Data Analysis

5 different statistical analyses were made for analyzing the data obtained in the study. The surveys employed in the study were 5-point Likert-type. The ranges were calculated as the following;

Table 1: The Calculation of the Ranges of Surveys.

The number of choices = 5
The number of ranges = $5-1 = 4$
Range coefficient = $4 / 5 = 0.80$

The ranges and their meanings to form a basis for mean comparisons are given in table 2.

Table 2: Arithmetic Mean Ranges and Their Meanings.

Range	Meaning
1.00 – 1.80	I Strongly Disagree
1.81 – 2.60	I Agree Slightly
2.61 – 3.40	I Agree
3.41 – 4.20	I Agree Very Much
4.21 – 5.00	I Strongly Agree

The above-mentioned analyses were made in computer via SPSS for Windows 18.00. Within the scope of such analyses, factor analysis was made, and chi-square test method was applied. Before the factor analysis was made, reliability analysis was carried out via Cronbach's Alpha, thereby obtaining the consistency between survey questions. The KMO test and Bartlett's Test of Sphericity were conducted to see sample adequacy and sample size. In addition, relationships between the statements were tested. The number of optimal factors was determined via scree plot technique. The chi-square test method was applied to see whether or not there was any relationship between the groups. This section contains data analysis results demonstrating the views of school administrators participating in the study.

The Demographic Characteristics of the School Administrators

Table 3: The Demographic Characteristics of the School Administrators;

		F	%
Gender	Female	16	9.60
	Male	151	90.40
Total		167	100.0
Educational Background	Undergraduate	112	67.10
	Master	54	32.30
	Doctorate	1	.60
Total		167	
Age	$\bar{x} = 38.32$ s.d.= 6.11		

1.1. The Reliability Analysis of the Scale for Examining the Views of High School Administrators Concerning School Guidance Units

The Cronbach's Alpha coefficient was calculated to indicate the internal consistency and homogeneity of the items of the Scale for Examining the Views of High School Administrators Concerning School Guidance Units. The related findings are given in Table 4.

Table 4. The Cronbach's Alpha Coefficient of the Scale for Examining the Views of High School Administrators Concerning School Guidance Units.

ITEM NO	Arithmetic mean	Standard deviation	Survey average if the item is omitted	Survey variance if the item is omitted	Adjusted Item-Total score correlation	Survey Cronbach's Alpha Coefficient if the item is omitted
1.	2.77	.998	75.98	474.78	.618	.974
2.	2.71	1.002	76.05	472.16	.678	.974
3.	2.72	1.124	76.04	469.27	.660	.974
4.	2.80	1.003	75.96	468.37	.767	.974
5.	2.75	.980	76.01	469.06	.769	.974
6.	3.01	1.006	75.74	468.24	.768	.974
7.	3.01	1.021	75.75	470.63	.700	.974
8.	2.99	1.044	75.76	467.07	.765	.974
9.	2.84	.975	75.91	470.16	.746	.974
10.	2.89	1.006	75.86	468.90	.752	.974
11.	2.80	1.209	75.95	463.28	.729	.974
12.	2.68	1.025	76.08	466.32	.797	.973
13.	2.83	1.022	75.92	469.49	.726	.974
14.	2.66	1.017	76.10	465.37	.827	.973
15.	2.84	1.055	75.92	465.74	.787	.973
16.	2.73	.978	76.02	466.86	.824	.973
17.	2.81	1.004	75.94	469.76	.733	.974
18.	2.87	1.060	75.88	466.72	.761	.974
19.	2.94	1.034	75.81	464.87	.824	.973
20.	2.40	1.098	76.35	466.18	.744	.974

21	2.75	1.057	76.01	465.72	.786	.973
22	2.81	.987	75.95	468.69	.772	.974
23	2.76	1.031	75.99	466.64	.785	.973
24	2.81	.979	75.94	467.71	.803	.973
25	3.11	1.103	75.65	470.73	.642	.974
26	2.78	1.061	75.98	463.67	.829	.973
27	2.72	1.096	76.03	465.69	.757	.974
28	2.95	1.097	75.80	467.73	.711	.974
SURVEY'S	Arithmetic mean	Variance	Standard deviation	The number of items	Cronbach's Alpha	
	2.83	1.081	1.039	28	.975	

The Scale for Examining the Views of High School Administrators Concerning School Guidance Units did not contain any item with a low adjusted item-total score correlation. In addition, there was no item that would increase the Cronbach's Alpha coefficient value if it was omitted. Thus, it was seen that the survey did not contain any problematic item, and the Cronbach's Alpha coefficient of the scale was 0.975. Factor analysis was made in order to reveal the factor structure of the Scale for Examining the Views of High School Administrators Concerning School Guidance Units composed of 28 items.

The Kaiser – Meyer – Olkin (KMO) test was conducted to see whether factor analysis was applicable to the data. In addition, Bartlett's Test of Sphericity was carried out to understand whether the relationships between the variables to be analyzed were significant and non-zero. The related findings are given in table 5.

Table 5. The KMO Test and the Bartlett's Test of the School Guidance Units Survey.

Kaiser-Meyer-Olkin Test (KMO)		.964
Bartlett's Test of Sphericity	Chi-square	4,129.063
	S.d.	378
	P	.000

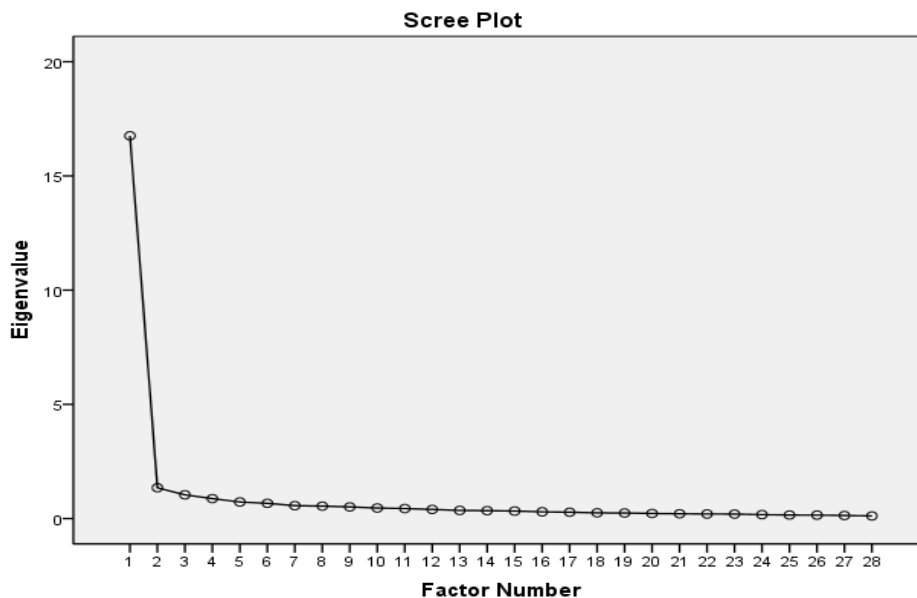
As is seen in the table above, the KMO coefficient was found to be 0.964. This value is expected to be not less than 0.70 (Büyüköztürk, 2012,126). This finding showed that the sample size was appropriate for factor analysis. In addition, the chi-square value concerning the Bartlett's Test of Sphericity was found to be significant at the significance level of $p < 0.05$. This finding indicated that factor analysis was applicable to the data.

Based on the above-mentioned findings, the Maximum Likelihood method was employed for revealing the factor structure of the Scale for Examining the Views of High School Administrators Concerning School Guidance Units composed of 28 items. Moreover, the Varimax rotation method was applied for interpreting the data better and creating independent groups. The related findings are given in table 6.

Table 6. The Variance Explanation Ratios of the Items and Factors of the Scale for Examining the Views of High School Administrators Concerning School Guidance Units.

Componen nts	Initial eigenvalues			Loadings' Sum of Squares			Post-Rotation Sum of Squares		Loadings' Cumulati ve %
	Total	Variance 's %	Cumulati ve %	Total	Variance 's %	Cumulati ve %	Tota l	Variance 's %	
1	16.757	59.846	59.846	16.389	58.531	58.531	8.334	29.766	29.766
2	1.350	4.820	64.666	.815	2.912	61.443	6.268	22.385	52.151
3	1.039	3.711	68.377	.882	3.152	64.594	3.484	12.444	64.594

As is seen in the table 6, the factor analysis of the Scale for Examining the Views of High School Administrators Concerning School Guidance Units yielded a 3-factor structure which explained 65% of the total variance and had an eigenvalue over 1.00. All items except for 1 item gathered under a single factor. Thus, the scree plot test was conducted to select the structure of the factor number on the basis of the first sudden change occurring in the slope of the graph curve. The Graph 1 below gives the result of the scree plot test.



Graph 1: The scree plot test: The first sudden change in the graph obtained at the end of the scree plot test occurred in the second factor. Based on the result of the scree plot test, factor analysis was limited to 2 factors and was made again according to the Varimax rotation method. When eigenvalues, variances, and total variance explanation percentages of the factors and the factor loadings of the items were examined at the end of the factor analysis, it was realized that it was difficult to make sense of the items based on the factors they were included in. As a result, since the scale was considered to be suitable for a single-factor structure, it was forced into a single-factor structure. The factor analysis result concerning the single-factor structure is provided in Table 7.

Table 7. The Variance Explanation Ratios of the Items and Factors of the Scale for Examining the Views of High School Administrators Concerning School Guidance Units.

Components	Initial eigenvalues			Post-Rotation Loadings' Sum of Squares		
	Total	Variance's %	Cumulative %	Total	Variance's %	Cumulative %
1	16.757	59.846	59.846	16.389	58.531	58.531
2	1.350	4.820	64.666			
3	1.039	3.711	68.377			
4	.873	3.118	71.495			
5	.726	2.593	74.089			
6	.668	2.387	76.476			
7	.565	2.016	78.492			
8	.546	1.949	80.441			
9	.509	1.817	82.258			
10	.463	1.653	83.911			
11	.439	1.567	85.478			
12	.400	1.430	86.908			
13	.356	1.272	88.180			
14	.349	1.245	89.425			
15	.330	1.177	90.602			
16	.296	1.056	91.658			
17	.278	.994	92.652			
18	.251	.895	93.547			
19	.244	.870	94.418			
20	.223	.796	95.214			
21	.211	.752	95.965			
22	.201	.718	96.683			
23	.197	.704	97.388			
24	.173	.619	98.007			
25	.155	.553	98.560			
26	.152	.543	99.103			
27	.135	.481	99.584			
28	.116	.416	100.000			

As is seen in the table, the factor analysis of the Scale for Examining the Views of High School Administrators Concerning School Guidance Units composed of 28 items and limited to 1 factor yielded a single-factor structure which explained 59% of the total variance and had an eigenvalue of over 2. It is acceptable in a factor analysis that factor loadings explain at least 0.40% of the total variance (Kline, 1994). The post-Varimax rotation distribution of the items in the single factor is given in Table 8.

Table 8.Component Matrix

Component			
1			
S26	.842	S8	.771
S14	.841	S10	.762
S16	.840	S9	.756
S19	.838	S20	.756
S24	.815	S27	.756
S12	.799	S13	.735
S21	.798	S11	.732
S23	.798	S28	.725
S15	.796	S7	.707
S22	.790	S2	.680
S18	.782	S25	.665
S5	.775	S3	.664
S6	.773	S1	.630
S4	.772		

1.2. Findings and Interpretations Regarding the Views of School Administrators about Guidance Units

1.3. Table 9: The Distribution of School Guidance Unit Services Based on the Views of School Administrators

Survey items	\bar{X}	S	Meaning
1) They give enough information to students about jobs.	2.77	.998	I Agree
2) They come and carry out the activities (critical acquisitions) which they are supposed to conduct in the classroom.	2.71	1.002	I Agree
3) They use audio-visual technological tools efficiently during information works and activities.	2.72	1.124	I Agree
4) They are conscious of their duties and responsibilities.	2.80	1.003	I Agree
5) They do whatever is required for increasing the participation of students in guidance services.	2.75	.980	I Agree
6) They take into consideration the developmental characteristics of students in the guidance services they provide.	3.01	1.006	I Agree
7) They establish a good communication with other employees in the school.	3.01	1.021	I Agree
8) They take collaboration as basis in guidance services.	2.99	1.044	I Agree
9) They help students develop positive relations with their environments.	2.84	.975	I Agree
10) They follow current developments about guidance services.	2.89	1.006	I Agree
11) They effectively use guidance boards in the school.	2.80	1.209	I Agree
12) They do necessary works to increase the student motivation.	2.68	1.025	I Agree
13) They make positive contributions to the personality developments of students.	2.83	1.022	I Agree
14) They successfully do the works necessary for adapting students to school.	2.66	1.017	I Agree
15) They guide students correctly in vocational guidance practices.	2.84	1.055	I Agree
16) They are good guides for students to solve their own problems.	2.73	.978	I Agree
17) They give consultation to class guide counselors about how to conduct guidance activities.	2.81	1.004	I Agree

18) They help teachers on the subjects they need help about guidance.	2.87	1.060	I Agree
19) They help students develop productive study skills.	2.94	1.034	I Agree
20) They make efforts to increase the participation of parents in guidance services.	2.40	1.098	I Agree Slightly
21) They make necessary effort to socialize students.	2.75	1.057	I Agree
22) They help students know themselves.	2.81	.987	I Agree
23) They contribute to the improvement of teacher-student communication in the school.	2.76	1.031	I Agree
24) They do necessary works for students to be acquainted with guidance services.	2.81	.979	I Agree
25) They help class guidance counselors prepare guidance plans.	3.11	1.103	I Agree
26) They do necessary research to offer guidance services more effectively.	2.78	1.061	I Agree
27) They conduct collective events (e.g. conferences, seminars, panels, etc.) effectively in guidance services.	2.72	1.096	I Agree
28) They make necessary attempts for protecting students' rights.	2.95	1.097	I Agree

According to the table above, the school administrators gave the response, “**I Agree**” to the following statements: “They give enough information to students about jobs.”, “They come and carry out the activities (critical acquisitions) which they are supposed to conduct in the classroom.”, “They use audio-visual technological tools efficiently during information works and activities.”, “They are conscious of their duties and responsibilities.”, “They do whatever is required for increasing the participation of students in guidance services.”, “They take into consideration the developmental characteristics of students in the guidance services they provide.”, “They establish a good communication with other employees in the school.”, “They take collaboration as basis in guidance services.”, “They help students develop positive relations with their environments.”, “They follow current developments about guidance services.”, “They effectively use guidance boards in the school.”, “They do necessary works to increase the student motivation.”, “They make positive contributions to the personality developments of students.”, “They successfully do the works necessary for adapting students to school.”, “They guide students correctly in vocational guidance practices.”, “They are good guides for students to solve their own problems.”, “They give consultation to class guide counselors about how to conduct guidance activities.”, “They help teachers on the subjects they need help about guidance.”, “They help students develop productive study skills.”, “They make necessary effort to socialize students.”, “They help students know themselves.”, “They contribute to the improvement of teacher-student communication in the school.”, “They do necessary works for students to be acquainted with guidance services.”, “They help class guidance counselors prepare guidance plans.”, “They do necessary research to offer guidance services more effectively.”, “They conduct collective events (e.g. conferences, seminars, panels, etc.) effectively in guidance services.”, and “They make necessary attempts for protecting students' rights.”. However, they gave the response, “**I Agree Slightly**” to the following statement: “They make efforts to increase the participation of parents in guidance services.”

1.4. Findings and Interpretations Regarding the Views of School Administrators about School Guidance Units by Gender

The chi-square test was conducted in order to understand whether there was any relationship between the views of the school administrators regarding the school guidance unit services by gender.

Table-10. The Views of the School Administrators Regarding School Guidance Unit Services by Gender

Survey Items	Value	S.d	p
1) They give enough information to students about jobs.	4.964	4	.291
2) They come and carry out the activities (critical acquisitions) which they are supposed to conduct in the classroom.	4.441	4	.350
3) They use audio-visual technological tools efficiently during information works and activities.	1.116	4	.892
4) They are conscious of their duties and responsibilities.	.873	4	.928
5) They do whatever is required for increasing the participation of students in guidance services.	9.712	4	.046
6) They take into consideration the developmental characteristics of students in the guidance services they provide.	7.871	4	.096
7) They establish a good communication with other employees in the school.	6.503	4	.165
8) They take collaboration as basis in guidance services.	4.365	4	.359
9) They help students develop positive relations with their environments.	7.471	4	.113
10) They follow current developments about guidance services.	5.178	4	.269
11) They effectively use guidance boards in the school.	.683	4	.953
12) They do necessary works to increase the student motivation.	2.089	4	.719
13) They make positive contributions to the personality developments of students.	6.682	4	.154
14) They successfully do the works necessary for adapting students to school.	3.075	4	.545
15) They guide students correctly in vocational guidance practices.	3.172	4	.529
16) They are good guides for students to solve their own problems.	12.980	4	.011
17) They give consultation to class guide counselors about how to conduct guidance activities.	7.090	4	.131
18) They help teachers on the subjects they need help about guidance.	6.013	4	.198
19) They help students develop productive study skills.	12.883	4	.012
20) They make efforts to increase the participation of parents in guidance services.	4.495	4	.343
21) They make necessary effort to socialize students.	4.075	4	.369
22) They help students know themselves.	11.389	4	.023
23) They contribute to the improvement of teacher-student communication in the school.	7.970	4	.093
24) They do necessary works for students to be acquainted with guidance services.	9.884	4	.042
25) They help class guidance counselors prepare guidance plans.	5.191	4	.268
26) They do necessary research to offer guidance services more effectively.	5.698	4	.223
27) They conduct collective events (e.g. conferences, seminars, panels, etc.) effectively in guidance services.	2.283	4	.684
28) They make necessary attempts for protecting students' rights.	4.597	4	.331

According to the table above, while the chi-square values regarding whether there was any relationship between the views of the school administrators concerning the items, “They do whatever is required for increasing the participation of students in guidance services.” , “They are good guides for students to solve their own problems.” , “They help students develop productive study skills.” , “They help students know themselves.” , and “They do necessary

works for students to be acquainted with guidance services.” related to school guidance unit services by gender were significant at the significance level of $p < 0.05$, the chi-square values regarding other items were found insignificant at the significance level of $p > 0.05$. The tables below were created in order to understand the nature of the relationship concerning the items in which relationships were detected.

The table concerning the responses given to the statement, “They do whatever is required for increasing the participation of students in guidance services.” is as the following;

Gender	I Strongly Disagree	I Agree Slightly	I Agree	I Agree Very Much	I Strongly Agree	Total
Female	3(18.80%)	6(37.50%)	2(12.50%)	2(12.50%)	3(18.80%)	16(100%)
Male	10(6.60%)	51(33.80%)	64(42.40%)	19(12.60%)	7(4.60%)	151(100%)
Total	13(7.80%)	57(34.10%)	66(39.50%)	21(12.60%)	10(6.0%)	167(100%)

The table concerning the responses given to the statement, “They are good guides for students to solve their own problems.” is as the following;

Gender	I Strongly Disagree	I Agree Slightly	I Agree	I Agree Very Much	I Strongly Agree	Total
Female	4(25.0%)	5(31.30%)	1(6.30%)	4(25.0%)	2(12.50%)	16(100%)
Male	9(6.0%)	57(37.70%)	55(36.40%)	25(16.60%)	5(3.30%)	151(1000%)
Total	13(7.80%)	62(37.10%)	56(33.50%)	29(17.40%)	7(4.20%)	167(100%)

The table concerning the responses given to the statement, “They help students develop productive study skills.” is as the following;

Gender	I Strongly Disagree	I Agree Slightly	I Agree	I Agree Very Much	I Strongly Agree	Total
Female	3(18.80%)	4(25.0%)	1(6.30%)	5(31.30%)	3(18.80%)	16(100%)
Male	7(4.60%)	46(30.50%)	60(39.70%)	27(17.90%)	11(7.30%)	151(100%)
Total	10(6.0%)	50(29.90%)	61(36.50%)	32(19.20%)	14(8.40%)	167(100%)

The table concerning the responses given to the statement, “They help students know themselves.” is as the following;

Gender	I Strongly Disagree	I Agree Slightly	I Agree	I Agree Very Much	I Strongly Agree	Total
Female	3(18.80%)	2(12.50%)	6(37.50%)	1(6.30%)	4(25.0%)	16(100%)
Male	11(7.30%)	46(30.50%)	65(43.00%)	23(15.20%)	6(4.0%)	151(100%)
Total	14(8.40%)	48(28.70%)	71(42.50%)	24(14.40%)	10(6.0%)	167(100%)

The table concerning the responses given to the statement, “They do necessary works for students to be acquainted with guidance services.” is as the following;

Gender	I Strongly Disagree	I Agree Slightly	I Agree	I Agree Very Much	I Strongly Agree	Toplam
Female	3(18.80%)	2(12.50%)	6(37.50%)	2(12.50%)	3(18.80%)	16(100%)
Male	8(5.30%)	54(35.80%)	56(37.10%)	27(17.90%)	6(4.0%)	151(100%)
Total	11(6.60%)	56(33.50%)	62(37.10%)	29(17.40%)	9(5.40%)	167(100%)

According to the tables, the females had more positive views than the males in regard to the statements in which relationships were detected; females gave the responses, “I Agree Very Much” and “I Strongly Agree” at a higher percentage in comparison to the males; and the males gave the responses, “I Agree Slightly” and “I Agree” at a higher percentage in comparison to the females. In this regard, it is safe to say that the female school administrators

delivered more positive views about school guidance unit services in comparison to the male school administrators.

1.5. Findings and Interpretations Regarding the Views of School Administrators about School Guidance Units by Educational Background

The chi-square test was conducted in order to understand whether there was any relationship between the views of the school administrators regarding the school guidance unit services by educational background.

Table-11. The Views of the School Administrators Regarding School Guidance Unit Services by Educational Background.

	N	Chi-Square Value	S.d.	p	S15	Undergraduate	112			
S1	Undergraduate	112				Master	54	7.075	8	.529
	Master	54	5.572	8	.695	Doctorate	1			
	Doctorate	1			S16	Undergraduate	112			
	Total	167				Master	54	10.421	8	.237
S2	Undergraduate	112				Doctorate	1			
	Master	54	11.961	8	.153	S17	Undergraduate	112		
	Doctorate	1				Master	54	8.708	8	.368
S3	Undergraduate	112				Doctorate	1			
	Master	54	6.250	8	.619	S18	Undergraduate	112		
	Doctorate	1				Master	54	14.285	8	.075
S4	Undergraduate	112				Doctorate	1			
	Master	54	9.249	8	.322	S19	Undergraduate	112		
	Doctorate	1				Master	54	13.653	8	.091
S5	Undergraduate	112				Doctorate	1			
	Master	54	5.939	8	.654	S20	Undergraduate	112		
	Doctorate	1				Master	54	8.997	8	.343
S6	Undergraduate	112				Doctorate	1			
	Master	54	11.087	8	.197	Total	167			
	Doctorate	1			S21	Undergraduate	112			
S7	Undergraduate	112				Master	54	8.599	8	.377
	Master	54	3.968	8	.860	Doctorate	1			
	Doctorate	1			S22	Undergraduate	112			
S8	Undergraduate	112				Master	54	7.561	8	.477
	Master	54	5.464	8	.707	Doctorate	1			
	Doctorate	1			S23	Undergraduate	112			
	Total	167				Master	54	11.973	8	.152
S9	Undergraduate	112				Doctorate	1			
	Master	54	6.119	8	.634	S24	Undergraduate	112		
	Doctorate	1				Master	54	11.311	8	.185
S10	Undergraduate	112				Doctorate	1			
	Master	54	7.806	8	.453	S25	Undergraduate	112		

	Doctorate	1				Master	54	10.660	8	.222
S11	Undergraduate	112				Doctorate	1			
	Master	54	4.870	8	.771	Total	167			
	Doctorate	1				S26 Undergraduate	112			
S12	Undergraduate	112				Master	54	5.417	8	.712
	Master	54	7.693	8	.464	Doctorate	1			
	Doctorate	1				S27 Undergraduate	112			
S13	Undergraduate	112				Master	54	7.653	8	.468
	Master	54	9.513	8	.301	Doctorate	1			
	Doctorate	1					N	Chi-Square Value	S.d.	P
S14	Undergraduate	112				S28 Undergraduate	112			
	Master	54	12.567	8	.128	Master	54	5.005	8	.757
	Doctorate	1				Doctorate	1			

The chi-square values in the survey items indicating the views of the school administrators concerning guidance units in schools by educational background were found to be insignificant at the significance level of $p > 0.05$. In this sense, it can be said that the responses of the school administrators to the statements had nothing to do with educational background. In other words, the responses to the statements did not vary by educational background.

CONCLUSION AND RECOMMENDATIONS

In the present study, it was determined that parents (one of the important stakeholders of education) did not participate in guidance services adequately, and there was a gap between guidance services and parents.

It was also found out that there was a difference between the perceptions of the school administrators regarding school guidance units. The female administrators stated more positive views in comparison to the male administrators.

In addition, it was realized that there was no relationship between the educational backgrounds and the views of the school administrators regarding guidance units.

According to the research results, school guidance units did not give adequate information to students about jobs, and there was low student participation in guidance services. Not very favorable results were obtained in regard to such functions of school guidance units as giving consultations to class guidance counselors, helping class guidance counselors prepare guidance plans, and helping teachers on the subjects they need help about guidance.

School guidance units should inform students about jobs adequately, take necessary steps for increasing student participation in guidance services timely, help students develop positive relations with their environments, and do necessary works to increase student participation in guidance services.

School guidance units should feature cooperation in the provision of guidance services, be more active in giving consultations to class guidance counselors about how to conduct

guidance activities, help class guidance counselors prepare guidance plans, and help on the subjects they need help about guidance.

School guidance units should contribute to the improvement of teacher-student communication in the school.

School guidance units should make efforts to increase the participation of parents in guidance services, do necessary research to offer guidance services more effectively, and follow current developments about guidance services. School administrations and the ministry of national education directors and officials should support guidance units.

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